Standard V Program Report

Whitworth University <u>Evening Teacher Certification Program</u>
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What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Please Note: Currently, we provide students with examples of evidence from specific courses that could be submitted in fulfillment of these competencies. It remains the student's choice to populate the matrix with what he or she believes to be the strongest pieces of evidence (see sample attached document *Benchmark II Ideas for Evidence*).

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. **B. Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress towards meeting them. **C. Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Standards-based integrated units developed by students. • E-folio entries including lesson plans integrating technology. • Micro-teachings • Mini-lessons • Storypath unit components These are found in each of the methods courses.	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Formative assessments such as exit cards, Qwizdom entries, and 3, 2, 1 responses • Student oral, written or illustrated reflections • Self-evaluations • Students state targets in "kid friendly" language • Student generated resources and/or lists of resources Typically these will be collected during practica experiences.

What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities*
A. **Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies. B. **Intentionally planned.** All students benefit from standards-based planning that is personalized. C. **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds. D. **Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Differentiated instruction plans • Tiered lesson plans • The Positive Impact Plan completed during student teaching • Candidate developed student interest surveys • Assessments of students' background knowledge • Culturally responsive instructional strategies evident in a lesson plan • Action Research projects • Lessons documenting how technological tools such as Quizdom, Smartboard, digital cameras and document camera were used to enhance instruction. These samples can be produced in coursework as well as practica experiences	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Student projects developed using technological tools such as Smartboard, Photostory, digital camcorders, podcasts, etc. • Students responses to assessments of background knowledge • Formative assessments such as exit cards, checks for understanding, student feedback and goal setting • Student reflections on attainment of the standards-based targets • Multiple student projects using different modalities • Student statement of rationale for choosing a particular product or strategy to access required learning Typically these will be collected during practica experiences.

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for:

Criteria - *Evidence of teacher candidate practice reflect planning, instruction, and communication that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies. B. **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others. C. **Family/Neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods. D. **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Culturally responsive instructional strategies evident in a lesson plan • Samples of lesson plans incorporating differentiated instruction • Classroom Management Plan • Parent/guardian communications • Documentation of participation with community members in learning opportunities such as the Science Fair, place-based education activities and the Art Gallery • Documented extracurricular involvement • Service learning project plans • Community building activities in classroom • Infusion of Character Education into curriculum • Reflections on HOST family visitation (extended visitations with families of children with disabilities) • Mini-ethnographic studies	Sample documents or other media that could be used as evidence in this category include but are not limited to: • Performance-based assessments completed by students • Student work that documents application in a real world setting • Reflection on involvement in community service or a service learning project • Classroom governance activities such as class meetings • Student led conferences • Senior Culminating Projects

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*
A. **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting. B. **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers. C. **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.	• Candidate Character and Fitness Assurances are completed using the state Character and Fitness form along with a Whitworth-developed dispositional form. • Mentor evaluations are collected from each practicum and student teaching experience. These documents are aligned to instructor, peer and self evaluations used in the ETC program • Professional goals are set after each practicum • Using the format suggested in the Washington State In-Action Professional Development Handbook, a Professional Growth Plan is developed at the midpoint of student teaching based on the input of the supervisor and mentor teacher. This plan is revised at the conclusion of student teaching used as a launching point for professional development efforts during the first years of teaching. • Instructor, peer and self evaluations are completed at each benchmark • Professional and Legal Issues research papers and presentations are completed by students during the first and last terms in the program to compare growth in the area of research and professional writing skills.

ETC Attachment 1

The first column of the table provides a list of the standards for residency teacher certification. The third column indicates whether the evidence is teacher-based or student-based. The fourth column gives you <u>some</u> ideas for courses in which assignments you did might provide the needed evidence. This list is a work-in-progress. Be sure to let us know if you have additions to these lists.

Standard	Ideas for Evidence	
	Basis	
5.1A – Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	Teacher	Any inquiry lesson that addresses Enduring Understandings EDE 341 – lesson plan EDE 343 – lesson plan EDE 345 – lesson plans
	Student	See Standard 5.1B (specifically for language arts or technology)
5.1B – Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.	Teacher	EDE 202 – midterm quiz (can be scanned) EDE 340, EDE 341 & EDE 343: →Any lesson plan that addresses EALRs and/or GLEs <u>AND</u> includes I Can statements & student self-evaluations →Samples of formative assessments →Any rubrics tied to the learning targets
	Student	I Can Statements & formative assessments (e.g. exit cards, self-evaluation, reflection on work sample)
5.1C – Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	Teacher	EDE 340 – unit web EDE 360 – differentiated unit
	Student	See Standard 5.1B (specifically for lessons integrating math & science)
5.2A – Informed by standards-based assessment. All students benefit from learning that is	Teacher	EDE 471 – Assessment assignments Pre-, formative- & post-tests in units Student Teaching – Positive Impact Plan (PIP) with student self-assessment added

systematically analyzed using multiple formative, summative, and self-assessment strategies...	Student	Sample evidence in student voice gathered during practica experiences: EDE 203, 342, 442, 496 and 368. This may include items such as: -Student generated feedback. -Student-reflection and self-assessment of goal attainment

5.2B – Intentionally planned. All students benefit from standards-based planning that is personalized.	Teacher	EDE 340 – lesson with accommodations or modifications
		EDE 440, 441, 442 – reading/literacy lessons
		EDE 446
		EDU 344
		EDE 520 – lessons with accommodations
		EDE 360 – tiered lesson plans
		EDE 320 or Student Teaching – IEP's developed
		Diagnostics:
		    EDE 442 – QRI Reading Inventory
		    EDE 442 – Writing inventory or assessment
		    EDE 446 – Reading intervention

	Student	All practica: student generated "I Can" statements and kid friendly learning targets
5.2C – Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds...	Teacher	EDE 320 – lessons with accommodations EDE 360 – differentiated instruction assignments EDE 367 – lessons EDE 320 or Student Teaching – IEP's developed Student Teaching – Evidence-Based Pedagogy Assessment (EBPA) EDE 368 – notebook entries
	Student	EDE 442- student identification of personally effective learning strategies Any practica: Student rationale for specific instructional approach or product
5.2D – Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	Teacher	EDE 202, EDE 340, EDE 320, EDE 401W: → Any micro-teaching or lesson plan that included technology as an instructional tool or learning strategy EDE 341– lessons w/calculators EDE 441 – podcasts Student Teaching – lessons utilizing technology
	Student	• Student projects/assignments developed using technological tools such as Smartboard, Photostory, digital camcorders, podcasts, etc.

5.3A – Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	Teacher	EDE 204 – case study EDE 340 – SS unit: rationale & developmental relevancy EDE 320 – any assignment; lesson plan EDE 360 – lesson plan Any methods class lesson plan w/accommodations Student Teaching – Evidence-Based Pedagogy Assessment (EBPA)
	Student	EDE 496 – Student led conferences
5.3B – Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	Teacher	EDE 202 – qualitative data collection from teacher and student interviews EDE 342 – demographics exercise EDE 473 – Classroom Management Plan; theorist presentation
	Student	EDE 342 – walk-about activity; student reflective voice activity EDE 473 & 496 Service learning projects
5.3C – Family/neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.	Teacher	EDE 320 – host family report EDE 340 – parent letter EDE 343 – Science Fair Practica (EDE 342, 442) – documented experiences & reflections EDE 473 – parent letter EDE 368 – Reflection on community activity Student Teaching – documentation of parent conferences, community involvement Student Teaching – newsletter, website, parent letters, behavior plans, SLPs - Student Learning Plans EDU 445 – Writing Rally: planning or reflection documents
	Student	EDE 345 – Art Gallery entries EDE 474 – High School senior culminating project
5.3D – Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	Teacher	EDE 202 – teaching philosophy reflection paper; reading summaries EDE 343 – lesson plan EDE 360 – integrated instructional unit rationale; sustainability lessons Multicultural Units EDE 474 – service learning project
	Student	EDE 343 – Science Fair reactions/responses EDE 473 & 474 – Service Learning projects

5.4A – Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.	Teacher	EDE 202 – issue paper or group presentation; peer evaluations EDE 203 – teacher interview Student Teaching Documents (PIP, PGP, EBPA) Student Teaching – group meeting notes (e.g. IEP, grade level) or summaries of discussion and action Mead Partnership Grant 2008-2009 – documents from participation Documents from participation in activities germane to the standard
5.4B – Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.	Teacher	Candidate Character and Fitness Assurances EDE 202 – final journey reflection EDE 203, 342, 442, 368 – practicum reflections and subsequent goal-setting EDE 202, 342, 442, 473 – reflective self-evaluation of lessons taught Profession and legal issues research paper Student teaching – PIP: Positive Impact Plan; PGP: Professional Growth Plan
5.4C – Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.	Teacher	EDE 204 – abuse paper EDE 320 – special education law; Christian tenets paper EDE 401W – paper

Daily Lesson Plan Template

Lesson Overview/Summary:	
Unit Essential Question(s):	
Core Concept(s):	
Sustainability Connection:	
Learning Targets: **I Can Statement/s:**	

Content Area(s)	EALRs/GLEs (Indicate new learning [n] or reinforce existing learning [r])

Focus Questions (prompts to GLEs)**:**
Lesson Objectives **Students will:**
Differentiation (Describe how the lesson be modified for diverse learners.):
Key Vocabulary:

Assessments:

   Formative (in student voice):

   Summative (evaluative):

Instructional Materials:
   Textbooks/Kits/Instructional Guides:
   Print Materials (Books, articles):
   Multimedia:
   Websites:

Grouping Students for Instruction (How will students be grouped?):

Learning Experience: (Describe exactly what you will do and say for each part.):

   Hook/Anticipatory Set (How will you interest students at the start of the lesson?)**:**

   Preconception (How will you elicit students' preconceived ideas and adjust?)**:**

   Main lesson:

   Closure (How will you wrap up the lesson and reinforce targets?):

Family Connections (how families might be informed of or participate in the lesson):
Lesson Reflection (your thoughts, ideas, and recommended changes to the lesson):

*Please attach any supplemental support materials.

ETC Attachment 3

Record of Evidence by Benchmark
School of Education, ETC Portfolio Development: Standard V
Name: _____

The first column of the table provides a list of the standards for residency teacher certification. The second column asks you to indicate the education course in which you created your evidence document; the third column specifies whether the evidence is teacher- or student-based.

In the fourth column, enter the name of the document you will use as evidence that you have met the standard. You will need to overwrite the "needed to Benchmark …" text in each form field. If necessary, you should rename the document to accurately reflect the content. In the fifth column, enter your explanation as to <u>why</u> the evidence shows that you have met the standard.

Standard	Course	Evidence		Reflection
		Basis	**Document**	
Standard 5.1 Knowledge of Subject Matter and Curriculum Goals ~ Teacher candidates positively impact student learning that is:				
5.1A – Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	
5.1B – Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.		Teacher	needed for Benchmark III	
		Student	needed for Benchmark IV	
5.1C – Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	

Standard 5.2 Knowledge of Teaching ~ Teacher candidates positively impact student learning that is:				
5.2A – Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies...		Teacher	needed for Benchmark III	
		Student	needed for Benchmark IV	
5.2B – Intentionally planned. All students benefit from standards-based planning that is personalized.		Teacher	needed for Benchmark IV	
		Student	needed for Benchmark IV	
5.2C – Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.		Teacher	needed for Benchmark IV	
		Student	needed for Benchmark IV	
5.2D – Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	
Standard 5.3 Knowledge of Learners and their Development in Social Contexts ~ Evidence of teacher candidate practice reflect planning, instruction, and communication that is:				
5.3A – Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	
5.3B – Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark II	

5.3C – Family/neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	
5.3D – Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.		Teacher	needed for Benchmark II	
		Student	needed for Benchmark IV	
Standard 5.4 Understanding of Teaching as a Profession ~ Teacher candidates positively impact student learning that is:				
5.4A – Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.		Teacher	needed for Benchmark II	
5.4B – Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.		Teacher	needed for Benchmark III	
5.4C – Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.		Teacher	needed for Benchmark III	